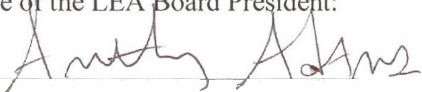# SIG GRANT—School Building Application

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of School Building: Parker Elementary School School Building Code: 285	Mailing Address: 12744 Elmira Street, Detroit MI, 48227-3732	
School Building Contact for the School Improvement Grant Name: Eric George Position and Office: Principal Contact's Mailing Address: 12744 Elmira Street, Detroit MI, 48227-3732 Telephone: (313) 873-0260 Fax: (313) 873-7983 Email address: eric.george@detroitk12.org		
LEA School Superintendent/Director (Printed Name): Robert C. Bobb, Emergency Financial Manager	Telephone: 870-3772	
Signature of the LEA School Superintendent/Director: X _Robert C. Bobb_	Date: 28 FEB 11	
LEA School LEA Board President (Printed Name): Anthony Adams, Esq.	Telephone: 873-7860	
Signature of the LEA Board President: X _Anthony Adams_	Date: 22 Feb 11	
The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.		

Section A

1. Possible model to use for analysis of data.

The school should consider evidence of need by focusing on improvement status; reading and math achievement results, as measured by the MEAP, Mi-Access or the MME; poverty level; and the school's ability to leverage the resources currently available to the district. Refer to the school's Comprehensive Needs Assessment (CNA) School Data and Process Profile Summary report in it. Do not attach the building CNA.

Parker school is identified by the state of Michigan as High Priority (HP), Persistently Lowest Achieving (PLA), and a school that has been designated to receive $179,000.00 in non-awarded SIG funds from round one. A review of Parker's attendance data for Fall 2010 shows that   % of students were absent   number of days and is significant in its negative impact on both student achievement and instruction. The new staff attendance rate Fall 2010 was 95%, and, while this may appear positive, the absences tend to cluster with staff vacancies, off-site professional development, and limited substitute coverage. Further, over 90% of Parker's student population met the criteria for low Socio-economic Status (SES). This is a student population that is struggling with the basic necessities and enters the 21st century with little or no up-to-date technology in the home beyond cell phones. Our student body is at a distinct educational disadvantage when compared with their more privileged and technologically experienced peers.

Reading 2009 MEAP Scores

The total Population Proficiency AYP was 57%. However, the grade level scores were as follows: 3rd 51%, 4th 57%, 5th 71%, 6th 59%, 7th 41%, and 8th 69%. Although the 5th and 8th grades appear to meet AYP, the majority of the student population is significantly below the AYP targets.

Reading 2010 MEAP Scores

The pre-implementation grade level focus has been identified as 5th grade based on 24% of the students meeting proficiency.

Math 2009 MEAP Scores

The total Population Proficiency AYP was 45%. However, the grade level scores were as follows: 3rd 67%, 4th 73%, 5th 51%, 6th 34%, 7th 33%, and 8th 24%. Although the 3rd and 4th grades appear to meet or surpass AYP, the majority of the student population is significantly below the AYP targets.

Note: The principal and a majority of the Parker school staff were replaced under the Transformational Model at the start of the 2010 school year. Although the SIP delineates Differentiated Instruction and Research Based Best Practices as interventions required *to improve student achievement and reach* AYP, the staff has yet to receive the necessary PD.

Math 2010 MEAP Scores

In Math the pre-implementation grade level focus has been identified as 5th grade based on 29% of the students meeting proficiency.

Performance of Students with disabilities in Reading

Based on 2009 Fall MEAP Test Data students with disabilities that took the MEAP in Reading showed 29% of 3rd grade students, 17% of 4th grade students, 20% of 5th grade students, and 25% of 6th grade students, reached proficiency. All grade levels are below the AYP targeted proficiency level.

Performance of Students with disabilities in Math

Based on 2009 Fall MEAP Test Data students with disabilities that took the MEAP in Math showed 43% of 3rd grade students, 67% of 4th grade students, 17% of 5th grade students, 17% of 6th grade students, and 11% of 7th grade students, reached proficiency. All grades are significantly below the AYP targeted proficiency level except 4th grade with a 67% proficiency level.

Note: As part of the pre-implementation activities 4 to 6 Teachers are anticipated to receive services **2x per week** in reading from an Instructional Coach that has been requested from RESA based on above needs for a Total amount of **60 days** through September 30, 2011. The Math request for services through RESA is currently being finalized but is also planned as part of the pre-implementation phase.

After analyzing the data, Parker staff has identified five main targets for school improvement:
1. Student and staff attendance. Teachers can't teach and students can't learn when they aren't present in the classroom.
2. Classroom instruction (i.e., data driven and research based across all content areas and grade levels; but, specifically in the areas of math and reading; through the employment of a classroom walk through tool developed collaboratively with Parker's Teachscape partner).
3. Increasing student achievement (i.e., across all content areas and grade levels but specifically in the areas of math and reading).
4. Building a state-of-the-art base of technology and PD throughout the grade levels. This will provide students and staff daily access to cutting-edge educational technology, data

with which to drive instruction, investigate research-based best practices, and increase student achievement.

5. Increasing parent involvement, community outreach, and stakeholder involvement through the development of a staffed on-site Community/Parent Resource Center, ongoing workshops/PD, and regular hours of operation (i.e., throughout the school day and once a month on Saturday). This will provide a much needed resource within walking distance to a neighborhood community that encounters all the disadvantages of low socio-economic status (SES) and a depressed economy (i.e., transportation issues, lack of access to technology, information, and training). In addition, this center will create a means to actively draw the parents, community, and other stakeholders into the school in a meaningful way (i.e., as active participants in a professional learning community).

Consider how subgroups within the school are performing and possible areas to target for improvement. (The following charts contain information available in the school Data Profile and Analysis).

Sub Group Academic Data Analysis

Grade: Percent of Sub-group meeting State Proficiency Standards

Group	Reading			Mathematics		
	Year1	Year2	Year3	Year1	Year2	Year3
Social Economic Status (SES)	27%	75%	48%	22%	75%	39%
Race/Ethnicity						
Students with Disabilities	0%	22%	<10	0%	29%	
Limited English Proficient (LEP)	<10	<10		<10	<10	<10
Homeless						
Neglected & Delinquent						
Migrant						
Gender						
Male	21%	74%	41%	29%	84%	41%
Female	38%	71%	55%	13%	61%	35%
Aggregate Scores						
State	72%	80%	60%	73%	83%	54%

Group	# Students	# of Absences		# of Suspension		# of Truancies	# of Expulsions	Unduplicated Counts	
		>10	<10	In*	Out*			In*	Out*
SES	540	29	406	101	0		0		
Race/Ethnicity									
Disabilities	142	139	3		0		0		
LEP	4	4			0		0		
Homeless					0				
Migrant					0				
Gender					0				
Male					0				
Female					0				
Totals	540	172	409	101	0		0		

Group	# of Students	# of Retentions	# of Dropouts	# promoted to next grade	Mobility	
					Entering	Leaving
SES	580	114	0	466		
Race/Ethnicity						
Disabilities	156	0	0	156		
LEP	3	0	0	3		
Homeless						
Migrant						
Gender						
Male	350					
Female	310					
Totals	739	114		652		

Enrollment and Graduation Data – All Students

Year: 2010/11

Grade	# of Students	# Students enrolled in a Young 5's program	# Students in course/grade acceleration	Early HS graduation	# of Retentions	# of Dropout	# promoted to next grade
K	40	0	0	N/A		N/A	
1	73	0	0	N/A		N/A	
2	59	0	0	N/A		N/A	
3	64	0	0	N/A		N/A	
4	72	0	0	N/A		N/A	
5	64	0	0	N/A		N/A	
6	76	0	0	N/A		N/A	
7	102	0	0	N/A		N/A	
8	108	0	0	N/A		N/A	

Number of Students Enrolled in Extended Learning Opportunities

Year:

Number of Students in Building by grade	# Enrolled in Advanced Placement Classes	# Enrolled in International Baccalaureate Courses	# of Students in Dual Enrollment	# of Students in CTE/Vocational Classes	Number of Students who have approved/reviewed EDP on file
6	0	N/A	N/A	N/A	0
7	0	N/A	N/A	N/A	0
8	0	N/A	N/A	N/A	0

2. School Building Capacity – Resource Profile

The following table lists the major grant related resources the State of Michigan manages and that schools may have as a resource to support their school improvement goals. As you develop your School Improvement Grant, consider how these resources (if available to your school) can be used to support allowable strategies/actions within the School Improvement Grant. Place a check in each box by the funding that will be used to support your SIG grant.

A full listing of all grants contained in No Child Left Behind (NCLB) is available at: www.mi.gov/schoolimprovement.

☒ General Funds ☒Title I Part A ☒Title I Schoolwide ☐Title I Part C ☐Title I Part D	☒Title I School Improvement (ISI)	☐Title II Part A ☐Title II Part D ☐USAC - Technology	☐Title III
☐Title IV Part A ☐Title V Parts A-C	☐Section 31 a ☐Section 32 e ☐Section 41	☒ Head Start ☐ Even Start ☐ Early Reading First	☐ Special Education
Other: $179,000.00 from SIG I pre-implementation funding(Examples include: Smaller Learning Communities, Magnet Schools.) A complete listing of all grants that are a part of NCLB is available at **www.michigan.gov/schoolimprovement.**			

3. School Building Commitment
Evidence of a strong commitment should be demonstrated through the district's and school's ability and willingness to support and implement the selected intervention for rapid improvement in student achievement and proposed use of scientific and evidence based research, collaboration, and parental involvement.

a. Describe the school staff's support of the school improvement application and their support of the proposed efforts to effect change in the school. <u>(Please see Parker attachment 1)</u>
As candidates for employment at a Priority A school, all Parker staff were interviewed and selected based on their credentials, demonstrated expertise, and commitment to the Transformational Model. One component of this model is a new evaluation process for teachers and leaders based on the following:

1) a set of professional standards that define effective teaching and leadership
2) student achievement outcomes
3) continuous improvement and accountability

These evaluation processes reflect the symbiotic relationship between evaluation, professional development, and accountability. It is understood by everyone (i.e., teachers, administration, and the district), that assessment of teachers and leaders will be based on a set of clearly defined standards of performance and connected to student performance outcomes. Professional development and support will be directly linked to performance standards; and, teachers and leaders will be held accountable for meeting those expectations. In conjunction with the new evaluation process mandated by the District, Parker has partnered with Teachscape to train teachers in the collection and analysis of data from classroom walkthroughs and measures of student achievement. This data will be used to assess current instructional practice school wide; and, to further indicate the professional development and best practices/strategies we will implement.

The Parker Staff and stakeholders plan to adhere to the vision as stated in the Parker 2010 SIP. Therefore, the Parker staff will focus on:

1. Becoming experts and active participants in Research Based Best Practices not limited to but including data driven and differentiated instruction. (please see Teachscape partner and Data Engagement Specialist-budget detail)
2. Engaging parents and students in a cooperative plan to improve attendance. (please see Parent Engagement Specialist/attendance agent)

3. Engaging all stakeholders to work toward the overall Parker goal of developing a community of learners (i.e., network membership, Community/Parent Resource Center, and PLCs)
4. Effectively employing technology to implement data driven, research based, and differentiated instruction throughout all grade levels.

In recent years research into effective schools, research based best practices, and raising student achievement has defined a basic tenant of successful school improvement: Meaningful school improvement requires the participation, dedication, and commitment of all stakeholders. It is well known that competent teachers can maintain islands of excellence within their classrooms, but to truly reform a school all stakeholders (i.e., students, parents, community organizations, support staff, administration, and teachers) must collaborate and work together as a community of learners. The Parker staff is committed to developing a community of learners. As stated above, Parker's staff has a clear understanding of the expectations for instruction and assessment to assure improved outcomes for all students. All certified staff in the school know, expect, and accept that they are being held accountable for student success. As a professional community of learners we will participate in ongoing, high-quality, job-embedded professional development; continue to make data driven decisions; and, communicate our progress and needs to all stakeholders.

In addition, Parker staff will participate in collaborative teams designed to develop into professional learning communities (PLC's). This collaboration will allow teachers to organize, document, and evaluate change. The teams will be organized in two ways: (a.) in clusters according to grade level; and, (b.) content areas across grade levels. Teams will be engaged in planning how to teach struggling students, differentiate instruction, design an extensive assessment system, and/or address problem-based initiatives throughout the school.

Finally, the Parker SIT and union representatives are in the process of drafting a Letter of Commitment to be presented to staff for their signatures at the March 12th, 2011 professional development session on PLCs and during the March 16th, 2011 staff meeting.

b. Explain the district and school's ability to support systemic change required by the model selected.

Parker will support systemic change that is required by the Transformation Model (TM) through various methods. There is a strong belief within the school community that all students can succeed. The number one role of the Transformation principal, therefore, is to promote, support and sustain dramatic, visible and measurable improvements in teaching and learning. To be

successful, this must be rooted in expectations of excellence and a refusal to accept anything less, a firm belief that all children can succeed, and the knowledge and skills to use data to drive achievement-focused teaching, develop cultures that support effective teaching and learning and build the capacity of the school's Instructional Leadership Team (ILT) to mount and sustain the improvements.

Parker is committed to further increasing learning time by expecting 100% daily attendance for all faculty, excluding emergencies, and reducing excessive absences among Parker students. There will be a strong focus this year (i.e., 2011) around analyzing attendance patterns and trends to develop data-informed interventions for increasing attendance. Too much instructional time is lost due to student suspensions, transience and absences. The administration and staff agree to set a priority around ensuring that instructional time is always protected. Parker staff will do this by bringing on assistance and support squarely focused on attendance issues, by setting clear expectations for student behaviors, by supporting a student behavior model that helps minimize disruptions, by developing in-house suspensions to ensure students remain in school and engaged in completing work, and by ensuring that teachers offer engaging lessons so that high mobility students do not lose valuable time as they transition between and among schools. The administration and Instructional Leadership Team (ILT) will monitor the paced instruction through observations, peer review, a research based classroom walkthrough tool (CWT), and study groups. Timely, targeted feedback will be given, both to correct instructional techniques where necessary and to point out positive results as exemplars. Adjustments will be ongoing as professional development (PD) is targeted, implemented, and evaluated thru the CWT and data analysis (i.e., formative and summative) for its effectiveness and impact on student achievement.

Further, in the Parker CNA and SIP attendance, low MEAP scores, building school based learning communities (i.e., Professional Learning Communities/PLCs), and professional development and support in Research Based Best Practices have been targeted as requiring specific action. Accordingly, we plan to:
   a. Hire a full time parent engagement specialist/Certified Site Coordinator to increase parent/family participation and help address the attendance issue.
   b. Designate (room #M10 November 2010), stock, and staff a Parent/Community Resource Center.
   c. Subscribe to Blackboard Connect (i.e., on-line e-mail and phone messaging system) to provide timely emergency information inform all stakeholders of upcoming events.
   d. Hire an on-site attendance agent to work specifically on increasing attendance to meet AYP and develop self-sustaining strategies that support attendance.
   e. Hire a data engagement specialist to help train and support staff in their endeavor to successfully implement best practices including but not limited to data driven instruction, differentiated instruction, focused learning, etc.

f. Hire a bookkeeper to monitor grant funds at the building level.
g. Purchase a network membership to coordinate services online.
h. Build a state of the art technological base by purchasing cutting edge educational technology, including PD, and providing access across all grade levels and through the Community/Parent Resource Center.

Student achievement results from state, district and teacher assessments are collected and disseminated to teachers at staff meetings, monthly core content and grade cluster meetings (i.e., built in common preparation period on Fridays). The school leadership team will collect and review student achievement for each classroom teacher (i.e., CWT and data analysis), identify, publicly acknowledge (i.e., at staff meetings, thru prominently displayed posters, newsletter, notes home, and Blackboard Connect), and reward on a quarterly basis the teacher of students who exhibit high achievement or significant gains.

The strategies to recruit and retain highly qualified includes two tiers: Level I strategies refer to activities/ incentives that do not require school improvement grant funding. Tier two strategies refer to activities/incentives that will require government funding.

Level I - Parker is committed to rewarding teachers for their dedication and support in raising student achievement. A few of the ways they will be rewarded is paid professional development, paid parking for off-site PD, paid professional association memberships, lead teacher status, free preparation period, teacher of the month (picture/token gift), and extra supplemental materials, "caught doing good" incentives, letter of commendation from the principal and signed by the leadership team, and posted outside teachers classroom.

Level II – Paid for release time, monetary rewards in accordance with District and Union policy (Collective Bargaining Agreement for priority schools please see attachment 1), laptop computer or other technology to be used in the classroom.

Parker has established many community partners, faith-based organizations, universities/colleges, recreation centers, credit unions, and career professionals as stakeholders who join us in our commitment to increasing student achievement. Through the selected Transformation Model the staff will be able to improve teaching and learning opportunities through professional development, forming collaborative teams, creating individual learning plans, increasing parent involvement and improving school climate and discipline.

Strategies that are available to staff are workshop pay for extended day programming, monthly professional development days (in house), petition to change start of school day time from 9:00A.M. to 7:30 A.M. or 8:00 A.M.

5. School Improvement Intervention Plan—5 page limit

Parker will continuously throughout the school year monitor the implementation of the data-informed plans, measure their impact, and address areas of need. The principal, Teachscape and other support staff will conduct walks daily (CWT), and will schedule monthly meetings to reflect on data, apply the findings to inform instructional practices, develop and implement data-informed professional learning, monitor and document changes over time in the teaching practice. The Teachscape specialists who will guide the data analysis and application process are all professionals who have, themselves, successfully transformed low-performing schools. In addition to group workshops, the specialists will provide coaching for the instructional leaders, model effective practices for classroom teachers and help all use data effectively to guide, monitor and measure the impact of the improvement strategies.
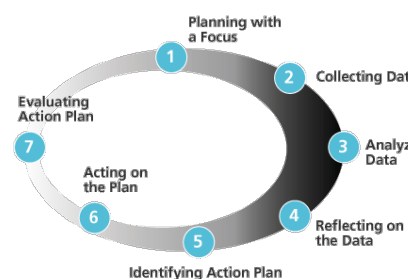
Tracking of the implementation will be monitored beyond the grant period. Teachscape will engage the Parker principal and representatives of the DIT in monthly meetings of a tiered instruction focus PLC with other partner schools in Detroit. This will provide peer support for all the participating leaders, enable scaling of effective strategies across schools and offer scaffold support (internal visitations, coaching, and support groups) as the instructional leaders build their capacity to lead, support and sustain tiered instruction in their schools (please refer to attachment 1-ILT meeting agendas, minutes, and PD).

PHASE III

Year One – Building the Data Culture
As partners in building a pervasive data culture, Teachscape will support and coach the work of both the instructional leaders and classroom teachers on using data to inform effective instructional decisions and measurable changes in practice. Teachscape specialists will support their ongoing coaching with two technology-mediated tools to ensure the efforts are sustained beyond the three-year period: (1) the Teachscape Classroom Walkthrough Tool (CWT) and (2) REFLECT, to facilitate video capture of teacher practice for teachers to work independently or with peers to self-analyze their practice relative to frameworks, engage in lesson study and identify areas of teaching strengths and their professional learning needs.

Working with Instructional Leaders: CWT Teachscape offers professional learning for the Parker Instructional Leadership Team that is focused on a seven-step walkthrough process proven to support measurable changes in practice. The seven steps include: (1) setting a clear purpose for the walk, based on student data that indicates a problem of practice; (2) collecting common data in a common way, using a PDA; (3) analyzing the data to explore dominant instructional practices, differences between grade bands, changes over time, and multiple other areas of concern; (4) reflecting on and discussing the data, in faculty

Planning with a Focus
1
Collecting Data
2
Analyze Data
3
Reflecting on the Data
4
Identifying Action Plan
5
Acting on the Plan
6
Evaluating Action Plan
7

meetings, PLC sessions, ILT meetings, etc.; (5) using the analyzed data to collaboratively develop an Action Plan to address areas of concern; (6) implementing the Plan; and, (7) using the PDA to monitor the implementation of the plan, measure its impact and determine the focus of new walks.

This iterative process reflects the Plan-Do-Study-Act continuous improvement cycle that guides, supports and sustains changes in practice. It is supported through Teachscape's CWT software that syncs the data and uploads it seamlessly to a private, password-protected database for manipulation and analysis. To ensure the greatest possible flexibility, the set of walkthrough indicators ('look fors') can be completely customized by the school to represent their specific interests and needs.

Working with Instructional Leaders: REFLECT

Teachscape will help the leaders introduce REFLECT, a panoramic digital video camera that allows teachers to film a lesson, analyze it alone or with peers, assess their own practice relative to a framework, engage in lesson studies, annotate and tag the video. Teachers can also upload their lesson plans and examples of student work from the lesson to get the clearest possible understanding of their strengths and their professional learning needs.

Independently, with peers or as part of a practice-focused PLC, teachers will have the opportunity to analyze actual lessons, reflect on their observations and use the data to help inform their understanding of their teaching strengths and areas for improvement. The Teachscape/Parker partners will work with the teachers to identify data-informed professional learning.

Working with Instructional Leaders: Effective Teaching Strategies

As the instructional leaders begin to shape clear pictures of the instructional practices that shape student outcomes, Teachscape specialists will work with the school leaders to use the data to guide the development of a common core of practice that focuses on the development and application of research-based instructional strategies proven effective in improving teaching and learning. These will include:

- Using Teachscape's library of multimedia learning modules as part of a focused study to help leaders deepen their understanding of Marzano's nine categories of high yield strategies, which will help develop a school-wide focus and frame a common core of practice;
- Providing at-elbow coaching to support the leaders in promoting, leading and supporting data-informed instructional groupings and differentiated approaches to teaching and learning in every classroom;

- Applying the Teachscape online library and video captures of school-based teaching (with the permission of the teachers) to develop a common vision of effective teaching practices and a language to support the visions; and
- Using the CWT tool to monitor implementation of the strategies and measure their impact on improved instruction.

Although the bulk of Teachscape's work focuses on the capacity of instructional leaders (ILTs), Teachscape will work directly with teachers – explaining, modeling, co-planning and co-teaching to build deep teacher understanding of research-based instructional practices and proven ways to integrate these effectively with classroom practice.

Working with Teachers: Promoting Reflection and Self Analysis

Teachscape partners, at the request of the instructional leaders, will provide support and guidance to the teachers in using video capture to reflect on their teaching practice, promote self-analysis of teaching strengths and professional learning needs, and identify professional learning opportunities offered through the district, the school or through Teachscape tools and resources. The intent of this direct intervention with teachers is to model the change practices for instructional leaders, then support the leaders as they work directly with the teachers.

The REFLECT camera, online reflection activities, peer discussions and self-analysis will frame the described activities.

Working with Teachers: Applying Effective Instructional Strategies

Teachscape specialists will help teachers understand how to apply appropriate instructional strategies to their teaching practice in focus areas. The specialists will offer seminars as part of after-school professional learning time, during grade meetings or as part of faculty meetings, and will follow this up with observations, using the CWT tool to monitor implementation and measure the impact of the professional learning, and with at-elbow coaching to ensure the practices are implemented effectively.

Instructional leaders will observe the work of the Teachscape specialists and develop plans to implement the work on their own.

Years Two and Three-RTI: Beginning in Year Two, Parker and Teachscape will design, develop, and implement a three-tiered data-based Response To Intervention (RTI) approach to improve teaching practice, student achievement and student behavior. To ensure effective development and implementation of the tiered instruction, the partners will develop and provide specific professional learning that focuses on: full implementation of the scientifically-based and aligned curriculum; understanding and applying a range of differentiation techniques; ongoing progress monitoring; instructional grouping strategies; use of benchmark, diagnostic and

formative assessments to inform instruction and monitor student learning; and specific instructional strategies to support teachers and aides in working effectively with small learning groups.

Tier I: The RTI process begins by screening all students and identifying those at risk of not meeting proficiency.   School staff will conduct the screenings, using an instrument selected by the school and vetted by the district. While the progress of all students will be monitored through the RTI process, special attention will be paid to the identified students.

- **Collecting and Analyzing School wide Data**
  In addition to screening, school leaders and Teachscape partners will conduct a comprehensive and in-depth analysis of the school's data – student achievement data, instructional practice data and trend data. This analysis will provide a baseline understanding of teaching and learning strengths and needs, and inform questions about practice that frame walkthroughs to provide common instructional data that is collected in consistent ways.

  To ensure data is collected and analyzed frequently to inform instruction and interventions in meaningful ways, the partners will create data walls to publicly monitor student progress and portfolios for identified students to monitor the efficacy and impact of the interventions provided.

  Once the data systems are developed, the instructional leaders and partners need to identify and align research-based curriculum for the core academic areas.

- **Implementation of Scientifically-Based Curricula**
  The school has committed to implement the findings of the National Reading Panel (2002) in selecting and implementing reading curriculum for Tier I that includes the five key components (phonemic awareness, phonics, fluency, vocabulary development and comprehension) and that also include explicit and systematic instruction, and organizational and instructional routines that are consistent across grade levels (Hughes and Dexter, 2007). Core mathematics curricula will have a clear research base, and also offer explicit instructional strategies and clear organizational and instructional routines that are consistent across grades.

  Teachscape staff will support the school staff in using these materials with fidelity by helping school staff unpack the MDE and Common Core standards, align the curricula – horizontally and vertically – with the standards, pace the curriculum relative to district guidelines and also provide opportunities for extra practice and for enrichment, and develop lesson studies focused on the aligned curricula.

  Faculty have committed to using the selected curricula as part of the core (Tier I) instruction for all students, differentiating and supplementing (Tiers II and III) as appropriate.

To ensure the selected curricula is aligned vertically as well as to standards, Teachscape partners will provide access to their Curriculum tool, which will align the curricula, and will offer professional learning workshops to help teachers and leaders unpack the standards, identify gaps and duplications across grades, and identify effective strategies for implementing the curricula to address the learning needs of every student.

- Leaders, with support from the Teachscape partners, will use the CWT tool to monitor implementation and ensure the curricula are implemented with fidelity.

- **Assessments and Progress Monitoring**
  Effective, achievement-focused instruction is based on ongoing assessments and progress monitoring to monitor the implementation of the selected interventions and measure their impact on teaching and learning. Detroit Public Schools provide a wide range of data that include state assessments (MEAP), quarterly benchmark testing and assessments such as DiBELS, Burst, Star Reading and others.

  The Parker staff have committed to using ongoing formative assessments to monitor student progress relative to goal, inform instructional practices, such as grouping, and using a 'backward design' (Wiggins and McTighe, 1998) to help drive the expected outcomes. Teachscape partners will support this through focused sessions on Data Literacy and technical assistance in unpacking and analyzing the data – not to label students, but to inform teaching and learning. The end result will be assessment-focused classrooms in which the expectations are transparent as well as high, and the assessments are integrated with the curriculum and instruction.

- **Differentiated Instruction**
  Tier I instruction is designed as highly effective instruction for all students. Implementing this well rests on effective approaches to differentiation.

  The Parker faculty are committed to addressing student needs by differentiating instruction relative to deliver, time, content, process, product, and/or learning environment (Tomlinson, 2001). As a key component of Tiered instruction, faculty and Teachscape staff will work collaboratively to identify the differentiated learning needs of the students, provide differentiation as defined in Tomlinson's body of work and monitor the progress of the student carefully to ensure they are on track to meeting their learning goals.

  Differentiation will place the students at the center of the teaching/learning dyad and will include: differentiated instructional practices, such as peer tutoring, shared reading, instructional groupings, etc.; differentiating the time for identified students to complete the learning activities; differentiating the work (products) students will submit as evidence of

their learning; and/or differentiating the content. Making this happen, however, depends on the degree to which teachers are prepared to implement differentiated instruction. Teachscape will support this development by offering professional learning that is informed by data and provided through both workshops/seminars, professional learning communities, job-embedded professional learning, and at elbow coaching for teachers and leaders.   In addition:

- The partners have committed to facilitating self-analysis of teaching practice by engaging <u>volunteer</u> teachers in analyzing videos of their own practice and in framing strategies to improve their practice.
- Teachscape partners will model effective coaching, co-planning and co-teaching for the school's leadership, building on their capacity to provide data-informed and achievement-focused professional learning.
- The Instructional Leadership Team will work with Teachscape partners to enhance their capacity to promote, support and sustain effective teaching practices and improved student achievement.
- School leaders will meet monthly as part of an achievement-focused Leadership PLC to discuss and share successful practices, identify and address common problems of practice and build their own skills as instructional leaders.

Tier II: which is small group instruction, will be provided for those students for whom effective core classroom instruction is simply not sufficient. Students in Tier II will participate in additional instruction daily, both in small groups during the regular school day and in extended time instruction, to which the Parker faculty has already committed.

Students participating in Tier II instruction will receive an additional 25-30 minutes of explicit instruction in addition to the Tier I literacy and math blocks. School aides will be trained by the partners and assigned to support Tier II efforts with very small groups (1-5) of youngsters with homogeneous learning needs.

Tier II efforts are designed to supplement and enhance, not replace, Tier I core teaching. Weekly progress monitoring will help ensure the fine-tuning necessary to keep the struggling students on track relative to meeting their learning goals. The data-informed approach will be implemented through trained staff using research-based supplemental learning materials and resources.

Tier III: instruction will be provided for that small group of students who are still struggling after Tier II instruction is provided. As with Tier II, additional time (50-60 minutes) will be provided for intensive instruction on a daily basis. Aides will work with even smaller groups of children (1-3), supporting learning activities developed by a specialist, in collaboration with the classroom teacher. These youngsters will continue to participate in the Tier I core teaching. Tier

II is intensive supplemental intervention that is guided by data and implemented through research-based instructional materials.

The Parker staff and their Teachscape partners are committed to providing a tiered instructional approach that is rooted in ongoing and comprehensive assessment and progress monitoring, aligned to standards, informed by research-based curricula that is implemented with fidelity and paced intelligently, and offered by staff who engage in collaborative efforts to mount, analyze, refine and sustain the quick improvement efforts.

Meeting	Timeline	Persons Responsible	Participants
Data Analysis	Fall 2010 and ongoing	Data Engagement Specialist Fall 2011, Data Inquiry Team (DIT)	Administrators, Teaching Staff, Wayne RESA
School Improvement Team	On-going and additional as needed	Administrators, Teaching/Support Staff, Parents	Administrators, Teaching/Support Staff, Parents
Item Analysis (MEAP & District Quarterly Tests in reading and math)	Quarterly	Administrators, Teaching Staff, DIT, and Teachscape	Administrators, Teaching Staff and Teachscape
Wednesday Staff Meeting	Weekly (curriculum/ grade level, SIP, committee)	Administrators, Teaching Staff	Administrators, Teaching/Support Staff and Teachscape
Parent-Teacher Conferences	Quarterly	Administrators, Teaching/Support Staff, Parents	Administrators, Teaching/Support Staff, Parents, Community Partners

Meeting	Timeline	Persons Responsible	Participants
L.S.C.O. Meetings	Monthly	Administrators, Teaching/Support Staff, Parents, Teachscape	Administrators, Teaching/Support Staff, Parents, Teachscape
Classroom Reading Assessments	On-going	Reading Recovery Specialist(K-3)	Teachers, Students, Reading Recovery Specialist
Accelerated Reading & math	On-going	Teaching Staff	Teachers & Students
My Access (DiBELS & Burst)	On-going	Teaching Staff, Reading Specialist	Administrators, Students & Teaching Staff
MEAP Alignment with GLEC's	September, October 2010	Administrators, Teaching Staff and Teachscape	Parents, Students, Teaching Staff and Teachscape

Note: Parker has scheduled a number of professional learning activities relative to differentiated instruction for the 2010-2011 school year. More will be added as existing and emerging needs are identified.

Activity	Timeline	Involvement
Summer Academy I All Kinds of Minds	Summer 2010	Administrators, ILT
Summer Academy II Collaborative Action Research	Summer 2011	Teachscape, Administrators, All Staff
Planning for Outcomes with Teachscape	Fall 2010	Administrators, All Staff, Teachscape
Cognos and Data 4 Student Success	Fall 2010	Wayne RESA, Data Specialist, Teachscape, Staff

Project Seed	To Be Determined	Project Seed teacher, Staff, Students
Accelerated Reading/ Accelerated Math	Fall 2010 and ongoing	Renaissance Learning Trainers, Staff, Students, Parents
Differentiated Instruction	To Be Determined	Wayne RESA, SMART teacher
Insideout	To Be Determined	Insideout teacher, staff, students
Parent Workshops	Monthly	Parent Engagement Specialist, Parents, Community
2nd Cup Of Coffee	Monthly	Parents, Counselor, Social Worker, Support Staff
My Access Writing	To Be Determined	Coordinator, ILT
Early Childhood Workshop	To Be Determined	United Way, Parents, All Staff
Learning Village I	On-going	Administrator, All Staff
Data Director	On-going	Administrator, Site Attendance Agent
Destinations	On-going	Administrator, All Staff
Detroit Science Center	To Be Determined	All Staff, Students, Parents
SMART Board Intro/ Intermediate training	On- going	School Instructional Leadership Team (ILT)

- The Data Inquiry Team (Ravitch, 2010) interprets and analyses pertinent data as an integral part of instructional reform. Through professional development, grade level/ curriculum level meetings, the Data Inquiry Team shares results with staff. Based on the findings highly qualified teachers will continue to guide instructional strategies.
- The Parent Engagement Specialist/School Day Certified Site Coordinator will be responsible for helping to develop, implement, and oversee all parent related initiatives. Initiatives will focus on:

a) Development of a comprehensive plan to enlist parents and other community stakeholders as active productive partners in the education of children at Parker School.
b) Provision of opportunities during school, extended day, and Saturday workshops to directly support student achievement.
c) Allocation of resources to open an on-site Community/Parent Resource Center.

References
Barringer, M.D., Pohlman, C., and Robinson, M. (2010). Schools for All Kinds of Minds. Jossey-Bass: San Francisco, CA

Bernhardt, Victoria L. (2003). No Schools Left Behind. *Educational Leadership*, 60(5), 26–30.

Berry, B., Fuller, E., and Reeves, C. (2007). *Linking Teacher and Student Data to Instruction*

5. Discuss how the school will provide time for collaboration and develop a schedule that promotes collaboration.

Collaboration requires time and this requirement will be met with a schedule that allows for common preparation periods and team teaching to support the instructional core. General staff meetings every week; grade-level meetings (every 2 weeks); content teams (every 2 weeks); off-campus meetings(once during the year) and individual coaching sessions (determined by need) will be calendared to support collaboration at Parker. Faculty are expected to "pull out all the stops" to support student learning at the school, including working extended days to meet, problem-solve, assess and refine policies and practices that impact student learning. School leadership and Teachscape partner coaches will support and monitor teams for member attendance, adherence to norms, and a focus on learning. School leadership and Teachscape coaches will ensure that teams have the resources they need, collect products/artifacts of their work and learn from one another.

Parker is committed to having well-structured collaboration that fosters accountability. With support from Teachscape, we will develop and maintain strong results-oriented collaborative teams with established norms/expectations, a common vision of high quality research based and data driven instruction.

PHASE I (Summer 2010- Fall-2010)

Parker school will conduct action research, implement research-based strategies, and analyze data. By linking student data with teaching data to inform both teaching practices and drive measureable and dramatic changes in student achievement (Berry, Fuller and Reeves, 2007). Parker staff will generate and prioritize solutions that will assist in meeting the goals for student achievement.

Parker is well-positioned to use data to differentiate-instruction and support and sustain effective tiered instruction. The staff is deeply committed to implementing differentiated strategies to support and promote high achievement. As a turnaround partner, Teachscape is committed to ensuring the success of Parker School staff and students. Teachscape partners will model instruction, work with staff to co-develop and co-implement tiered learning and provide coaching for classroom teachers while building the capacity of the instructional leaders to take over these professional learning tasks.

A highly effective research-based strategy to promote job-embedded learning is the development of professional learning communities (PLCS). In partnership with the Parker's instructional leaders, Teachscape professionals will support PLCs focused on differentiation to ensure all students meet high performance standards. Participants will meet during one of the two common prep periods scheduled each week to engage in continuous inquiry, ongoing discussions and development of data-informed improvements to define a common core of practice that will drive high student outcomes through effective tiered instruction at Parker. A Train- the-Teacher approach is currently underway following the All Kinds of Minds (AKOM) and PLCs Summer Academy I workshops . The research-based strategy of AKOM extends to methods on attuning a student with the various Neuro-developmental Constructs.

PHASE II (Fall-2010-On-going)

Parker will continuously throughout the school year monitor the implementation of the data-informed plans, measure their impact, and address areas of need. The principal, Teachscape and other support staff will conduct walks daily, and will schedule monthly meetings to reflect on data, apply the findings to inform instructional practices, develop and implement data-informed professional learning, monitor and document changes over time in the teaching practice. The Teachscape specialists who will guide the data analysis and application process are all professionals who have, themselves, successfully transformed low-performing schools. In addition to group workshops, the specialists will provide coaching for the instructional leaders, model effective practices for classroom teachers and help all use data effectively to guide, monitor and measure the impact of the improvement strategies.

Tracking of the implementation will be monitored beyond the grant period. Teachscape will engage the Parker principal and representatives of the DIT in monthly meetings of a tiered instruction focus PLC with other partner schools in Detroit. This will provide peer support for all the participating leaders, enable scaling of effective strategies across schools and offer scaffold support (internal visitations, coaching, and support groups) as the instructional leaders build their capacity to lead, support and sustain tiered instruction in their schools.
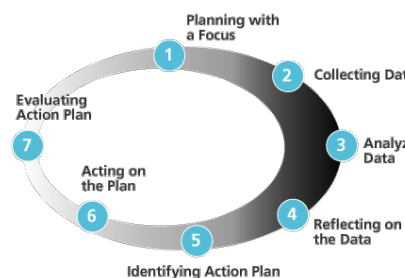
PHASE III
Year One – Building the Data Culture
As partners in building a pervasive data culture, Teachscape will support and coach the work of both the instructional leaders and classroom teachers on using data to inform effective instructional decisions and measurable changes in practice. Teachscape specialists will support their ongoing coaching with two technology-mediated tools to ensure the efforts are sustained

beyond the three-year period: (1) the Teachscape Classroom Walkthrough Tool (CWT) and (2) REFLECT, to facilitate video capture of teacher practice for teachers to work independently or with peers to self-analyze their practice relative to frameworks, engage in lesson study and identify areas of teaching strengths and their professional learning needs.

Working with Instructional Leaders: CWT

Teachscape offers professional learning for the Parker Instructional Leadership Team that is focused on a seven-step walkthrough process proven to support measurable changes in practice. The seven steps include: (1) setting a clear purpose for the walk, based on student data that indicates a problem of practice; (2) collecting common data in a common way, using a PDA; (3) analyzing the data to explore dominant instructional practices, differences between grade bands, changes over time, and multiple other areas of concern; (4) reflecting on and discussing the data, in faculty meetings, PLC sessions, ILT meetings, etc.; (5) using the analyzed data to collaboratively develop an Action Plan to address areas of concern; (6) implementing the Plan; and, (7) using the PDA to monitor the implementation of the plan, measure its impact and determine the focus of new walks.

This iterative process reflects the Plan-Do-Study-Act continuous improvement cycle that guides, supports and sustains changes in practice. It is supported through Teachscape's CWT software that syncs the data and uploads it seamlessly to a private, password-protected database for manipulation and analysis. To ensure the greatest possible flexibility, the set of walkthrough indicators ('look fors') can be completely customized by the school to represent their specific interests and needs.

Working with Instructional Leaders: REFLECT

Teachscape will help the leaders introduce REFLECT, a panoramic digital video camera that allows teachers to film a lesson, analyze it alone or with peers, assess their own practice relative to a framework, engage in lesson studies, annotate and tag the video. Teachers can also upload their lesson plans and examples of student work from the lesson to get the clearest possible understanding of their strengths and their professional learning needs.

Independently, with peers or as part of a practice-focused PLC, teachers will have the opportunity to analyze actual lessons, reflect on their observations and use the data to help inform their understanding of their teaching strengths and areas for improvement. The

Teachscape/Parker partners will work with the teachers to identify data-informed professional learning.

Working with Instructional Leaders: Effective Teaching Strategies

As the instructional leaders begin to shape clear pictures of the instructional practices that shape student outcomes, Teachscape specialists will work with the school leaders to use the data to guide the development of a common core of practice that focuses on the development and application of research-based instructional strategies proven effective in improving teaching and learning. These will include:

- Using Teachscape's library of multimedia learning modules as part of a focused study to help leaders deepen their understanding of Marzano's nine categories of high yield strategies, which will help develop a school-wide focus and frame a common core of practice;
- Providing at-elbow coaching to support the leaders in promoting, leading and supporting data-informed instructional groupings and differentiated approaches to teaching and learning in every classroom;
- Applying the Teachscape online library and video captures of school-based teaching (with the permission of the teachers) to develop a common vision of effective teaching practices and a language to support the visions; and
- Using the CWT tool to monitor implementation of the strategies and measure their impact on improved instruction.

Although the bulk of Teachscape's work focuses on the capacity of instructional leaders (ILTs), Teachscape will work directly with teachers – explaining, modeling, co-planning and co-teaching to build deep teacher understanding of research-based instructional practices and proven ways to integrate these effectively with classroom practice.

Working with Teachers: Promoting Reflection and Self Analysis

Teachscape partners, at the request of the instructional leaders, will provide support and guidance to the teachers in using video capture to reflect on their teaching practice, promote self-analysis of teaching strengths and professional learning needs, and identify professional learning opportunities offered through the district, the school or through Teachscape tools and resources. The intent of this direct intervention with teachers is to model the change practices for instructional leaders, then support the leaders as they work directly with the teachers. The REFLECT camera, online reflection activities, peer discussions and self-analysis will frame the described activities.

Working with Teachers: Applying Effective Instructional Strategies

Teachscape specialists will help teachers understand how to apply appropriate instructional strategies to their teaching practice in focus areas. The specialists will offer seminars as part of

after-school professional learning time, during grade meetings or as part of faculty meetings, and will follow this up with observations, using the CWT tool to monitor implementation and measure the impact of the professional learning, and with at-elbow coaching to ensure the practices are implemented effectively. Instructional leaders will observe the work of the Teachscape specialists work at-elbow with Teachscape specialists and develop plans to implement the work on their own.

Years Two and Three – RTI

Beginning in Year Two, Parker and Teachscape will design, develop, and implement a three-tiered data-based Response To Intervention (RTI) approach to improve teaching practice, student achievement and student behavior. To ensure effective development and implementation of the tiered instruction, the partners will develop and provide specific professional learning that focuses on: full implementation of the scientifically-based and aligned curriculum; understanding and applying a range of differentiation techniques; ongoing progress monitoring; instructional grouping strategies; use of benchmark, diagnostic and formative assessments to inform instruction and monitor student learning; and specific instructional strategies to support teachers and aides in working effectively with small learning groups.

Tier I
The RTI process begins by screening all students and identifying those at risk of not meeting proficiency.   School staff will conduct the screenings, using an instrument selected by the school and vetted by the district. While the progress of all students will be monitored through the RTI process, special attention will be paid to the identified students.

- **Collecting and Analyzing School wide Data**
  In addition to screening, school leaders and Teachscape partners will conduct a comprehensive and in-depth analysis of the school's data – student achievement data, instructional practice data and trend data. This analysis will provide a baseline understanding of teaching and learning strengths and needs, and inform questions about practice that frame walkthroughs to provide common instructional data that is collected in consistent ways. To ensure data is collected and analyzed frequently to inform instruction and interventions in meaningful ways, the partners will create data walls to publicly monitor student progress and portfolios for identified students to monitor the efficacy and impact of the interventions provided. Once the data systems are developed, the instructional leaders and partners need to identify and align research-based curriculum for the core academic areas.

- **Implementation of Scientifically-Based Curricula**

  The school has committed to implement the findings of the National Reading Panel (2002) in selecting and implementing reading curriculum for Tier I that includes the five key components (phonemic awareness, phonics, fluency, vocabulary development and comprehension) and that also include explicit and systematic instruction, and organizational and instructional routines that are consistent across grade levels (Hughes and Dexter, 2007). Core mathematics curricula will have a clear research base, and also offer explicit instructional strategies and clear organizational and instructional routines that are consistent across grades.

  Teachscape staff will support the school staff in using these materials with fidelity by helping school staff unpack the MDE and Common Core standards, align the curricula – horizontally and vertically – with the standards, pace the curriculum relative to district guidelines and also provide opportunities for extra practice and for enrichment, and develop lesson studies focused on the aligned curricula.

  Faculty have committed to using the selected curricula as part of the core (Tier I) instruction for all students, differentiating and supplementing (Tiers II and III) as appropriate.

  To ensure the selected curricula is aligned vertically as well as to standards, Teachscape partners will provide access to their Curriculum tool, which will align the curricula, and will offer professional learning workshops to help teachers and leaders unpack the standards, identify gaps and duplications across grades, and identify effective strategies for implementing the curricula to address the learning needs of every student.

  Leaders, with support from the Teachscape partners, will use the CWT tool to monitor implementation and ensure the curricula are implemented with fidelity.

- **Assessments and Progress Monitoring**

  Effective, achievement-focused instruction is based on ongoing assessments and progress monitoring to monitor the implementation of the selected interventions and measure their impact on teaching and learning. Detroit Public Schools provide a wide range of data that include state assessments (MEAP), quarterly benchmark testing and assessments such as DiBELS, Burst, Star Reading and others.

  The Parker staff have committed to using ongoing formative assessments to monitor student progress relative to goal, inform instructional practices, such as grouping, and using a 'backward design' (Wiggins and McTighe, 1998) to help drive the expected outcomes. Teachscape partners will support this through focused sessions on Data Literacy and technical assistance in unpacking and analyzing the data – not to label students, but to

inform teaching and learning. The end result will be assessment-focused classrooms in which the expectations are transparent as well as high, and the assessments are integrated with the curriculum and instruction.

- **Differentiated Instruction**
  Tier I instruction is designed as highly effective instruction for all students. Implementing this well rests on effective approaches to differentiation.

  The Parker faculty are committed to addressing student needs by differentiating instruction relative to deliver, time, content, process, product, and/or learning environment (Tomlinson, 2001). As a key component of Tiered instruction, faculty and Teachscape staff will work collaboratively to identify the differentiated learning needs of the students, provide differentiation as defined in Tomlinson's body of work and monitor the progress of the student carefully to ensure they are on track to meeting their learning goals.

  Differentiation will place the students at the center of the teaching/learning dyad and will include: differentiated instructional practices, such as peer tutoring, shared reading, instructional groupings, etc.; differentiating the time for identified students to complete the learning activities; differentiating the work (products) students will submit as evidence of their learning; and/or differentiating the content. Making this happen, however, depends on the degree to which teachers are prepared to implement differentiated instruction. Teachscape will support this development by offering professional learning that is informed by data and provided through both workshops/seminars, professional learning communities, job-embedded professional learning, and at elbow coaching for teachers and leaders.   In addition:

  - The partners have committed to facilitating self-analysis of teaching practice by engaging <u>volunteer</u> teachers in analyzing videos of their own practice and in framing strategies to improve their practice.
  - Teachscape partners will model effective coaching, co-planning and co-teaching for the school's leadership, building on their capacity to provide data-informed and achievement-focused professional learning.
  - The Instructional Leadership Team will work with Teachscape partners to enhance their capacity to promote, support and sustain effective teaching practices and improved student achievement.
  - School leaders will meet monthly as part of an achievement-focused Leadership PLC to discuss and share successful practices, identify and address common problems of practice and build their own skills as instructional leaders.

Tier II

Tier II, which is small group instruction, will be provided for those students for whom effective core classroom instruction is simply not sufficient. Students in Tier II will participate in additional instruction daily, both in small groups during the regular school day and in extended time instruction, to which the Parker faculty has already committed.

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Tier III

Tier III instruction will be provided for that small group of students who are still struggling after Tier II instruction is provided. As with Tier II, additional time (50-60 minutes) will be provided for intensive instruction on a daily basis. Aides will work with even smaller groups of children (1-3), supporting learning activities developed by a specialist, in collaboration with the classroom teacher. These youngsters will continue to participate in the Tier I core teaching. Tier II is intensive supplemental intervention that is guided by data and implemented through research-based instructional materials.

The Parker staff and their Teachscape partners are committed to providing a tiered instructional approach that is rooted in ongoing and comprehensive assessment and progress monitoring, aligned to standards, informed by research-based curricula that is implemented with fidelity and paced intelligently, and offered by staff who engage in collaborative efforts to mount, analyze, refine and sustain the quick improvement efforts.

Describe in narrative form the building plan for implementing the intervention model selected.

5. External Provider Selection
Describe the process the building will use to select external providers or note that the school will select external providers from the MDE pre-approved list.

Detroit Public Schools conducted a needs assessment and aligned it with the comprehensive support provided by the external partner provider. Teachscape was selected from the MDE preapproved list.

6. Alignment of Resources
Describe how the building's human and community resources will be aligned to facilitate implementation of the intervention selection.

Through its partnership with Teachscape, the ILT, grade level, and content teams will examine and analyze data and make recommendations to Mr. George, principal with regard to the coordination of the building's human and community resources and the best alignment to facilitate implementation of the intervention selection. In addition, input will be provided by the RESA coaches, Process Mentor, and Parker LSCO.

7. Modification of local building policies or practices
Describe any local building policies or practices that will need to be modified to assure successful implementation of the intervention; such as an amendment to the collective bargaining agreement if needed.

The Letter Of Agreement (Please see attachment 1) between Detroit Public Schools (DPS) and the Detroit Federation Of Teachers (DFT) specifically addresses:
1. **Teacher Leader and teacher evaluations in terms of increased student achievement**
2. **Removal/movement/replacement of staff who do not meet mutually agreed upon student achievement standards**
3. **Participation in professional development (i.e., job-embedded and data driven)**
4. **Extended School Day requirements under the provisions of the Priority Schools Initiative and the Transformational Model (TM). In addition, Shared Decision Making (SDM)-in terms of school governance and on-site decision making, principal evaluation-in terms of student achievement, and Operational Flexibility (i.e., daily school schedule) are covered in detail in the DPS/LEA SIG application and the requirements of the TM.**

8. Timeline
Include a comprehensive 3-year timeline for implementing the selected intervention. For year one, note which activities will occur during the pre-implementation phase of the grant; i.e. before the start of the 2011-2012 school year.

Meeting	Timeline	Persons Responsible	Participants
Data Analysis	Fall 2010	Data Engagement Specialist, Data Inquiry Team (DIT)	Administrators, Teaching Staff, Wayne RESA
School Improvement Team	On-going	Administrators, Teaching/Support Staff, Parents	Administrators, Teaching/Support Staff, Parents
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My Access (DiBELS & Burst)	On-going	Teaching Staff, Reading Specialist	Administrators, Students & Teaching Staff

MEAP Alignment with GLEC's	September, October 2010	Administrators, Teaching Staff and Teachscape	Parents, Students, Teaching Staff and Teachscape

Note: Parker has scheduled a number of professional learning activities relative to differentiated instruction for the 2010-2011 schoolyear. More will be added as existing and emerging needs are identified.

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2nd Cup Of Coffee	Monthly	Parents, Counselor, Social Worker, Support Staff
My Access Writing	To Be Determined	Coordinator, ILT
Early Childhood	To Be Determined	United Way, Parents, All

Workshop		Staff
Learning Village I	On-going	Administrator, All Staff
Data Director	On-going	Administrator, Site Attendance Agent
Destinations	On-going	Administrator, All Staff
Detroit Science Center	To Be Determined	All Staff, Students, Parents
SMART Board Intro/ Intermediate training	On- going	School Instructional Leadership Team (ILT)

- The Data Inquiry Team (Ravitch, 2010) interprets and analyses pertinent data as an integral part of instructional reform. Through professional development, grade level/ curriculum level meetings, the Data Inquiry Team shares results with staff. Based on the findings highly qualified teachers will continue to guide instructional strategies.
- The Parent Engagement Specialist/School Day Certified Site Coordinator will be responsible for helping to develop, implement, and oversee all parent related initiatives. Initiatives will focus on:

    d) Development of a comprehensive plan to enlist parents and other community stakeholders as active productive partners in the education of children at Parker School.
    e) Provision of opportunities during school, extended day, and Saturday workshops to directly support student achievement.
    f) Allocation of resources to open an on-site parent room.

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Berry, B., Fuller, E., and Reeves, C. (2007). *Linking Teacher and Student Data to I*
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Parker is committed to having well-structured collaboration that fosters accountability. With support from Teachscape, we will develop and maintain strong results-oriented collaborative teams with established norms/expectations, a common vision of quality instruction that is data driven and research based.

9. Annual Goals

Determine the school's student academic achievement goals in reading and mathematics **for each of the next three years** as determined by the state's assessments (MEAP/ MME/Mi-Access). For example, if the present proficiency rate in mathematics is 18%, what will it be at the end of year one of the grant, year two, and year three.

	Current Proficiency Rate: 2009-10	Goal for 2011-12	Goal for 2012-13	Goal for 2013-14
Reading	57%	85%	92%	100%
Mathematics	45.1%	82%	91%	100%

10. Stakeholder Involvement
Describe the LEA's process for identifying and involving stakeholders in the selection of the intervention model and the preparation of the application.

A meeting was held with community leaders, parents, teachers, union representatives, and business leaders. The District's plan was presented to them and they were allowed to comment

and give input on how to make the application and turnaround plan stronger. The community was also engaged during the development of the Academic Plan and Master Facilities Plan, both of which were essential parts of the School Improvement application and the intervention model. The Detroit Board of Education passed a resolution approving the School Improvement Grant. Parker also collaborated with its partner Teachscape, the Parker LSCO, and Title I parents (i.e., Title I meeting and Open House October 12, 2010) in preparing the School Improvement Application.

11. Sustaining Reforms
Describe how the reforms from the selected intervention will be sustained in this school after the funding period ends.
One of the main goals of Parker's pre-implementation phase is 'building capacity' or the ability to create and sustain change. With the assistance of the district, its partner Teachscape, and RESA coaches, the ILT will be trained as teacher leaders and the school will be organized into a PLC that is self-sustaining and dedicated to improving teacher instruction. In addition, Increasing parent involvement, community outreach, and stakeholder involvement through the development of a staffed on-site Community/Parent Resource Center, ongoing workshops/PD, and regular hours of operation (i.e., throughout the school day and once a month on Saturday). This will provide a much needed resource within walking distance to a neighborhood community that encounters all the disadvantages of low socio-economic status (SES) and a depressed economy (i.e., transportation issues, lack of access to technology, information, and training). In addition, this center will create a means to actively draw the parents, community, and other stakeholders into the school in a meaningful way (i.e., as active participants in a professional learning community).

Parker has established many community partners, faith-based organizations, universities/colleges, recreation centers, credit unions, and career professionals as stakeholders who join us in our commitment to increasing student achievement. Through the selected Transformation Model the staff will be able to improve teaching and learning opportunities through professional development, forming collaborative teams, creating individual learning plans, increasing parent involvement and improving school climate and discipline. All of the above activities and collaborations will help to sustain and develop Parker's redesign plan and intervention.

1.

Section B.

Complete the attachment that describes the requirements and permissible activities for the chosen intervention.

    Attachment A – Transformation – SEE ATTACHMENT
    Attachment B – Turnaround
    Attachment C – Restart
    Attachment D - Closure

Section C.

Budget pages—A separate 1 and 3-year budget together with budget narrative must be submitted for each school. The budget for year 1 must be separated into the funding needed for the pre-implementation activities and implementation activities that begin with the school year 2011-12.

Example:

Year 1 Pre-Implementation	Year 1 Implementation	Year 2	Year 3	Three-Year Total
$179,000.00	$1,841,138.86	$2,000,000.00	$2,000,000	$5,841,138.86

Section D.

Baseline Data Requirements

Fill in the data requested. MDE is required to send this information to USDOED on a yearly basis.

USDOE Baseline Data Requirements

Provide the most current data (below) for each school to be served with the School Improvement Grant. These data elements will be collected annually for School Improvement Grant recipients.

Metric	
School Data	
Which intervention was selected (turnaround, restart, closure or transformation)	Transformation
Number of minutes in the school year	
Student Data	
Dropout rate	N/A
Student attendance rate	80%
For High Schools: Number and percentage of students completing advanced coursework for each category below	N/A
Advanced Placement	N/A
International Baccalaureate	N/A
Early college/college credit	N/A
Dual enrollment	N/A
Number and percentage enrolled in college from most recent graduating class	N/A
Student Connection/School Climate	
Number of disciplinary incidents	426
Number of students involved in disciplinary incidents	111
Number of truant students	72
Teacher Data	
Distribution of teachers by performance level on LEA's teacher evaluation system	**Evaluation tool will not be in place until 2012**
Teacher Attendance Rate	95%

Fiscal Information

The MDE has asked for (and been granted) a waiver of section 421(b) of GEPA to extend the period of availability of the SIG funds. That waiver automatically applies to every LEA in the State seeking SIG funds. Accordingly, if an SEA is granted this waiver, an LEA must create a budget for the full period of availability of the funds, including the period granted by the waiver. Budgets must be submitted for school years 2011-2012, 2012-2013, and 2013-2014.

USES OF FUNDS
School Improvement Grant – Section 1003(g) funds must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of children participating in Title I programs. Therefore, **funds cannot supplant non-federal funds or be used to replace existing services.**

Improvement funds must be tracked separately from the Title I Basic Grant and the Section 1003(a) School Improvement Grant. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement. (This funding number must not be the same number as is used for the Title I Basic Grant award or Section 1003(a) School Improvement Grant.)

Intensive monitoring of grant implementation and evaluation are required and will begin in Fall 2011.

Since these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on implementing one of the four turnaround models at the school.

The CFDA (Code of Federal Domestic Assistance) Number for this grant is #84.377A; 84.388A.

Attachment A--Transformation Model

The following items are required elements of the transformation model. Give a brief description after each requirement as to how it will be implemented.

1. Replace the principal
    The principal was replaced. Prior to the start of the 2010-2011 school year Mr. Eric George was selected/assigned by the district to Parker School.

2. Include student data in teacher/leader evaluation
    Formative (i.e., DPS Quarterly Tests) and summative (i.e., MEAP) data on student achievement is currently being collected and will be included annually in the Teacher/Leader evaluation Tools being collaboratively designed by the DPS and the DFT (please refer to attachment 1 Letter of Agreement between the DPS and the DFT). In addition, principal and peer reviews will be conducted at least twice a year (i.e., end of the 1st and 3rd marking; more if indicated by data) all grade levels to identify teachers in need of mentoring, coaching, and targeted PD.

3. Evaluations that are designed with teacher/principal involvement
    Formative (i.e., DPS Quarterly Tests) and summative (i.e., MEAP) data on student achievement is currently being collected and will be included annually in the Teacher/Leader evaluation Tools being collaboratively designed by the DPS and the DFT (please refer to attachment 1 Letter of Agreement between the DPS and the DFT). In addition, principal and peer reviews will be conducted at least twice a year (i.e., end of the 1st and 3rd marking; more if indicated by data) all grade levels to identify teachers in need of mentoring, coaching, and targeted PD.

4. Remove leaders/staff that have not increased achievement
    This has been clearly stated as an identified outcome in the Collective Bargaining collaboratively developed by the DPS and DFT. Specifically, principals will be removed or terminated. Teachers/Leaders will become staff at large to create a pool to fill other vacancies within the district (please see attachment 1).

5. Provide on-going job embedded staff development
    Currently, on-going job embedded staff development (PD) for Parker staff is being collaboratively planned (Teachscape and Parker), scheduled, and provided by DPS, RESA coaches, and Parker's partner Teachscape. Examples include CWTs, Parker ILT and whole staff meetings, district mandated/offered PD for literacy/math coaches,

Whiteboard training, Storytown, and Dibels/Burst training (please refer to attachment 1-PD schedules, agendas, and sign in sheets and Parker Budget).

6. Implement financial incentives or career growth or flexible work conditions.

    The school leadership team will collect and review student achievement for each classroom teacher (i.e., CWT and data analysis), identify, publicly acknowledge (i.e., at staff meetings, thru prominently displayed posters, newsletter, notes home, and Blackboard Connect), and reward on a quarterly basis the teacher of students who exhibit high achievement or significant gains.

The strategies to recruit and retain highly qualified includes two tiers: Level I strategies refer to activities/ incentives that do not require school improvement grant funding. Tier two strategies refer to activities/incentives that will require government funding.

Level I - Parker is committed to rewarding teachers for their dedication and support in raising student achievement. A few of the ways they will be rewarded is paid professional development, paid parking for off-site PD, paid professional association memberships, lead teacher status, free preparation period, teacher of the month (picture/token gift), and extra supplemental materials, "caught doing good" incentives, letter of commendation from the principal and signed by the leadership team, and posted outside teachers classroom.

Level II – Paid for release time, monetary rewards in accordance with District and Union policy (Collective Bargaining Agreement for priority schools please see attachment 1), laptop computer or other technology to be used in the classroom.

Additional Strategies that are available to staff are workshop pay for extended day programming, monthly professional development days (in house), petition to change start of school day time from 9:00A.M. to 7:30 A.M. or 8:00 A.M.

7. Use data to identify and implement an instructional program that is research based and aligned from one grade to the next as well as with state standards. **The CWT tool is specifically designed to measure and provide data on the effectiveness of PD and changes in instructional practices. Further, it will also be used to identify research based best practices that increase student achievement at Parker School.**

8. Promote continuous use of student data to inform instruction and meet individual needs of students. **The CWT tool is specifically designed to measure the provide data on the effectiveness of PD and changes in instructional practices.**

9. Provide increased learning time
   a. Extended learning time for all students in the core areas….**The Parker daily schedule includes two instructional periods per day in reading and math.**

   b. Instruction in other subjects and enrichment activities that contribute to a well-rounded education…**Art, computers, and gym are offered as electives at Parker-each student participates in at least one per semester.**
   c. Teachers to collaborate, plan and engage in professional development…**The ILT at Parker provides teacher input on Friday common preparation activities.**

10. Provide ongoing mechanisms for family and community engagement. **Parker has established many community partners, faith-based organizations, universities/colleges, recreation centers, credit unions, and career professionals as stakeholders who join us in our commitment to increasing student achievement. Through the selected Transformation Model the staff will be able to improve teaching and learning opportunities through professional development, forming collaborative teams, creating individual learning plans, increasing parent involvement and improving school climate and discipline. In addition, ongoing mechanisms for family and community engagement can be developed by increasing parent involvement, community outreach, and stakeholder involvement through the development of a staffed on-site Community/Parent Resource Center, ongoing workshops/PD, and regular hours of operation (i.e., throughout the school day and once a month on Saturday). This will provide a much needed resource within walking distance to a neighborhood community that encounters all the disadvantages of low socio-economic status (SES) and a depressed economy (i.e., transportation issues, lack of access to technology, information, and training). In addition, this center will create a means to actively draw the parents, community, and other stakeholders into the school in a meaningful way (i.e., as active participants in a professional learning community).**

11. Provide operational flexibility (staffing, calendars/time/budgeting) to implement comprehensive approach to substantially increase student achievement and increase graduation rates. **Operational flexibility is covered in detail in the LEA application. Currently, Parker school is in the process of collaborating with the LEA/DPS to change Parker's daily start and end time.**

12. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, SEA, or designated external leader partner or organization. **The DPS and RESA coaches (please refer to attachment 1) are providing this assistance. Parker's external partner Teachscape is funded through the 2010-2011 school year and has been included in the budget for the following two years.**

The following items are permissible elements of the transformation model. Provide a brief description after each element that will be implemented under the proposed building plan. (Leave blank those elements that are not being implemented.)

1. Provide additional $ to attract and retain staff. **Parker has included monetary incentives for teachers in its current budget.**

2. Institute a system for measuring changes in instructional practices that result from professional development. **The CWT tool is specifically designed to measure the provide data on the effectiveness of PD and changes in instructional practices.**

3. Ensure that the school is not required to accept a teacher without the mutual consent of teacher and principal, regardless of seniority.

4. Conduct reviews to ensure that the curriculum is implemented with fidelity and is impacting student achievement.

5. Implement a school wide Response to Intervention model.

6. Provide PD to teachers/principals on strategies to support students in least restrictive environment and English language learners.

7. Use and integrate technology-based interventions.
The CWTs and RTI are technology based interventions (please refer to the redesign plan for more detailed information).

8. Increase rigor through such programs as AP, IB, STEM, and others.

9. Provide summer transition programs or freshman academies

Parker's ILT is exploring the possibility of offering a 2011 summer academy but needs to complete researching a targeted student population and its feasibility.

10. Increase graduation rates through credit recovery, smaller learning communities, and other strategies.

11. Establish early warning systems to identify students who may be at risk of failure.
The systems and training the Data Specialist provides will enable the ILT to identify students who may be at risk of failure in a timely fashion.

12. Partner with parents and other organizations to create safe school environments that meet students' social, emotional, and health needs.

13. Extending or restructuring the school day to add time for strategies that build relationships between students, faculty, and other school staff.

14. Implementing approaches to improve school climate and discipline

15. Expanding the school program to offer full-day kindergarten or pre-kindergarten.

   Both full-day kindergarten and pre-kindergarten are offered at Parker School.

16. Allow the school to be run under a new governance arrangement.

17. Implement a per pupil school based budget formula weighted based on student needs.

ARRA School Improvement Grant (SIG) II 2011 Budget Detail

For Parker Elementary School

110 - Basic Programs

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
119 - Basic Programs – Other Basic Programs	Cost for (1) MiBLS Specialist or Ed Tech to effectively implement the MIBLS Program and work with teachers and students in the program.	1	$32,076	$12,497					$44,573
	Sub-Total	1	$32,076	$12,497					$44,573

210 - Support Services – Pupil

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
211 - Support Services – Pupil – Truancy/Absenteeism Services	Cost to assist with student transportation to improve attendance by providing bus passes, bus tickets, cabs or other means of transportation to assist parent/guardian in getting their children to school.				$5,000				$5,000
211 - Support Services – Pupil – Truancy/Absenteeism Services	Cost for (1) Attendance Officer in order to ensure that student absences and truancies do not continue to be an area of concern in regards to meeting AYP requirements. This Attendance Officer will be in continual contact with parent/guardians of students who are absent/truant from school.	1	$39,647	$23,434					$63,081
	Sub-Total	1	$39,647	$23,434	$5,000				$68,081

220 - Support Services – Instructional Staff

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
221 - Improvement of Instruction	Cost for Consultant, Teachscape, to supply a critical protion of the on-going job embedded PD and Leadership guidance on the Classroom Walkthrough Tool, response to intervention, collection/analysis of data and training for the instructional Leadership Team for two years with Parker's state approved partner provider @ $300,000 per year.				$600,000				$600,000

Category	Description	Qty/Hrs	Salary	Fringe	Supplies/Other	Total
221 - Improvement of Instruction	Cost of light refreshments for professional development activities. For 36 participants, for 12 sessions, @ $11.57 per person, per session.				$5,000	$5,000
221 - Improvement of Instruction	Cost of supplies for teachers attending the workshop entitled: How to implement effective Teaching Strategies in ELA and Math for 12 sessions. Materials provided will include supplemental teaching materials, notepads, paper, books etc. for 36 teachers @ $46.29 per participant.				$20,000	$20,000
221 - Improvement of Instruction	Cost to hire 1 Data/Instructional Specialist to assist instructional staff at maximizing not only the data staff have available to them, but also the information that can be gathered from the data. The Data Instructional Specialist will also aid teachers, parents/guardians in understanding and utilizing data.	1	$74,300	$30,631		$104,931
221 - Improvement of Instruction	Cost for highly qualifed substitute teachers to provide instruction during "regular" teacher workshops, assessment activities adn planning meetings during the day. Subs @ $144.96 per hour, 725 per week for 22 weeks for 4 substitutes a total of $63,800 plus fringes.	880h	$63,800	$24,200		$88,000
221 - Improvement of Instruction	Cost for (1) Community in School Position (Instructional Specialist) to support students and teachers in obtaining enriched math skills and learning techniques.	1	$74,425	$33,567		$107,992
221 - Improvement of Instruction	Cost of workshop stipend for (5) SSA's to attend a workshop focused on improving instruction for ELA, Math and Technology Teaching Strategies 4 sessions, 3.5 hours per session, @ $7.40 per hour plus fringes.	14h	$1,667	$410		$2,077
221 - Improvement of Instruction	Cost of workshop stipend for (36) Teachers, for 12 sessions, @ 5 hours per session, @ 23.82 per hour plus fringes.	60h	$51,451	$13,923		$65,374
221 - Improvement of Instruction	Cost for (1) Consultant to train Parker staff on the use of newly purchased technology for the class room geared to improve instruction in the classroom.				$30,000	$30,000

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
221 - Improvement of Instruction	Cost for (3) Consultants to facilitate a series of professionald development trainings that focus on increasing student achievement i.e. integrating Technology in the Four Core Academic Areas and also provide school wide staff job embedded training. 12 sessions @ 4,500 per session.				$54,000				$54,000
221 - Improvement of Instruction	Cost of professional development for Leadership Training for Principal. Price includes registration, materials, and conference fees				$7,000				$7,000
221 - Improvement of Instruction	Cost of supplies items for professional development activities for teachers for 12 sessions, 40 workshop participants @ $84 per person.					$40,000			$40,000
	Sub-Total	2/954h	$265,643	$102,731	$691,000	$65,000			$1,124,374

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
225 - Computer–Assisted Instruction	Cost for Technology supplies to be used in the classroom to assist in providing interactive learning opportunities to students, i.e. 60 ipads, 4 additional smart tables, active boards and attendance software.					$226,680			$226,680
	Sub-Total					$226,680			$226,680

250 - Support Services – Business

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
252 - Fiscal Services	Cost of (1) Bookkeeper to provide fiduciary compliance by itemizing and monitoring expenditures of grant funds at the building level.	1	$50,000	$24,000					$74,000
	Sub-Total	1	$50,000	$24,000					$74,000

280 - Central Support Services

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
283 - Staff/Personnel Services	Cost for (1) Director @ $41.88, Cost for (1) Engineer @ $44.5, Cost of (1) Custodian @ $19.18 to support professional development activities at the school for 12 sessions, 5 hours per session plus fringes.	60h	$6,337	$1,714					$8,051
	Sub-Total	60h	$6,337	$1,714					$8,051

310 - Community Services – Direction

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
311 - Community Services – Direction	Cost of (1) Parent Engagement Specialist to assist in teaching parents strategies that will assist their school age children in obtaining fluency in all of the core academic areas of learning.	1	$75,143	$30,236					$105,379
	Sub-Total	1	$75,143	$30,236					$105,379

330 - Community Activities

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
331 - Community Activities	Cost to provide equipment and supplies i.e. computers, printers, fax machines, furniture, cartridges, etc. to create a Community/Parent Resource Center to provide community outreach services, Professional development to parents i.e. PLC's technology etc. increase parent/community involvement at Parker.					$15,000			$15,000
331 - Community Activities	Cost of (1) Consultant for AmeriCorps Site Assistant and community and schools to asist in creating a learning environment that includes parents, teachers, adnf community in being engaged in student learning.				$175,000				$175,000

Sub-Total				$175,000	$15,000	$190,000
Sub Total	6/1014h	$468,846	$194,612	$871,000	$306,680	$1,841,138
Indirect Cost (Max Allowed: 4.45%)						$0
Grand Total						$1,841,138
Allocation						$0

Attachment VII

School Improvement Partnership Agreement

This School Improvement Partnership Agreement ("SIPA") is entered into by and between _____ Michigan Department of Education (State) _____ Wayne RESA_____(ISD/RESA/ or other partner(s) and Detroit Public Schools_____("LEA"). This agreement establishes a framework of collaboration, as well as articulates specific roles and responsibilities in the implementation of an approved plan of work to access Federal School Improvement Grant funds for Low Performing Schools under the American Recovery and Reinvestment Act (ARRA).

I.   **SCOPE OF WORK**
The Scope of Work defines the actions and reform measures the Qualifying LEA agrees to implement under one of these four federally-defined options: Turnaround, Restart, Transformation or Closure. The model selected by **Detroit Public Schools and Parker School** _____ **is TRANSFORMATION**_____;

II.   **PROJECT ADMINISTRATION**
A.   **QUALIFYING LEA RESPONSIBILITIES**

Implementing the tasks and activities described in the ARRA Federal School Improvement Grant, the LEA will:

1)   Choose to implement one of four options identified in this agreement and develop a corresponding plan.

2)   Actively participate in all relevant meetings, communities of practice, or other practice-sharing events that are organized by the State of Michigan Department of Education (State) or its designee.

3)   Post to any website specified by the Michigan Department of Education, in a timely manner, all non-proprietary products and lessons learned developed using funds associated with the ARRA Federal School Improvement Grant.

4) Participate, as requested, in any evaluations of this grant conducted by the Michigan Department of Education or United States Education Department (ED).

5) Be responsive to Michigan Department of Education (or its designee) or ED requests for information including status of the project, project implementation, outcomes, and any problems anticipated or encountered.

6) Participate in meetings and telephone conferences with the Michigan Department of Education or its designee to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the ARRA Federal School Improvement Grant, and (d) other matters related to the ARRA Federal School Improvement Grant and associated plans.

7) Each school shall establish a new leadership team composed (but not limited to) of the principal, classroom teachers who lead a grade level, a multiage team or subject-matter-area team, supplementary support personnel, and at least two community members who engage the community in the transformation. Each school-based team shall also have a liaison member representing the Michigan Department of Education or its designee.

B. INTERMEDIATE SCHOOL DISTRICT/REGIONAL EDUCATIONAL SERVICE AGENCY or OTHER DESIGNATED PARTNER RESPONSIBILITIES

To assist LEAs in implementing their tasks and activities described in the ARRA Federal School Improvement Grant, the partner or partners that elect to sign this memorandum of agreement to support the low performing school(s) shall:

1) Work collaboratively with, and support the LEA in carrying out the LEA Plan as identified in this agreement.

2) Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products.

3) Identify sources of technical assistance as needed.

C. JOINT RESPONSIBILITIES

1) The ISD/(R)ESA or other partner(s) and the LEA will each appoint a contact person for the ARRA Federal School Improvement Grant.

2) These key contacts from the ISD(R)ESA or other partner(s) and the LEA will maintain frequent communication to facilitate cooperation under this partnership agreement.

D. STATE RESPONSIBILITIES

To assist LEAs in implementing their tasks and activities described in the ARRA Federal School Improvement Grant, the State will:

1) Work collaboratively with, and support the LEA and supporting ISD/(R)ESA or consortium of ISDs/(R)ESAs or other partner(s) in carrying out the School Plan as noted in this agreement.

2) Timely distribute the LEA's portion of ARRA Federal School Improvement Grant funds during the course of the project period and in accordance with the School Plan as noted in this agreement.

3) Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products.

4) Identify sources of technical assistance as needed.

5) Periodically review the approved plan and implementation progress.

E. RECOURSE FOR NON-PERFORMANCE

If the Michigan Department of Education determines that the LEA or School is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, the Michigan Department of Education will make recommendations for an alternative intervention which may include restart, closure, or a collaborative process between the State, ISD/(R)ESA or other partner(s) and the LEA, including putting the LEA on reimbursement payment status, temporarily withholding funds, or disallowing costs, or modifying the approved plan.

III. ASSURANCES
The LEA hereby certifies and represents that:

1) It has all requisite power and authority to execute this partnership agreement.

2) It is familiar with the general scope of the ARRA Federal School Improvement Grant application and is supportive of and committed to working on all portions of the plan.

3) It will implement the Plan that has been approved by the Michigan Department of Education.

4) It will work cooperatively with the Michigan Department of Education or its designee to develop a Scope of Work with specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures in a manner that is consistent with State and Federal School Improvement Goals.

5) It will comply with all of the terms of the ARRA Federal School Improvement Grant, and all applicable Federal and State laws and regulations.

6) Nothing in the School Improvement Partnership Agreement shall be construed to alter or otherwise affect the rights, remedies, and procedures afforded school district employees under Federal, State, or local laws (including applicable regulations or court orders or under the terms of collective bargaining agreements, memoranda of understanding, or other agreements).

7) Any portion of the School Improvement Partnership Agreement that impacts upon a mandatory topic of bargaining not covered by an existing collective bargaining agreement, memorandum of understanding, or other agreement shall be implemented only after an agreement is reached through collective bargaining.

IV. MODIFICATIONS

This School Improvement Partnership Agreement may be amended only by written agreement signed by each of the parties involved, and in consultation with the State.

V. DURATION/TERMINATION

This School Improvement Partnership Agreement shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

VII. SIGNATURES

Local Superintendent (or equivalent authorized signatory) - required:

Signature/Date _~Robert C. Bobb~_____ Print Name/Title

ROBERT C. Bobb Emergency Financial Managero

President of Local School Board (or equivalent) - required:

Signature/Date _~Anthony Adams~_____ Print Name/Title

Anthony Adams

Detroit Board of Education President

Intermediate Superintendent (or equivalent authorized signatory) - required:

Signature/Date _____ Print Name/Title

_____

President of Intermediate School Board (or equivalent) - required:

Signature/Date _____ Print Name/Title

_____

Authorized State Official - required:

By its signature below, the State hereby accepts the LEA as a Qualifying LEA.

Signature/Date _____ Print Name/Title

_____